

64<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER**  
TO ACHIEVE STUDENT SUCCESS

**APE and PT:  
Collaborative  
Interventions and  
Benefits for the  
Students**

PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

NOVEMBER 3-5, 2014

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**Objectives: Participants will...**

1. recognize the similarities and differences of the school physical therapist, and the adapted physical education teacher, and understand how the two roles can collaborate together to best meet the needs of the students they serve.
2. understand how the student with special needs can enjoy and benefit from the adapted physical education teacher and school physical therapist working together directly.
3. discuss the various experiences, both positive and challenging, of collaboration and integration amongst the different disciplines.

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**Providing Physical Therapy in  
Schools Under IDEA**

The Individuals with Disabilities Education Act (IDEA-PL105-17) is a federal law, with state education agency oversight, that supports the provision of public education of children, 3-21 years old, who have a disability that interferes with their educational performance and their ability to benefit from their educational program.

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## Physical Therapy

Educational	Medical Based
<ul style="list-style-type: none"> <li>• Must have difficulty in some facet of their educational program</li> <li>• Free</li> <li>• Least restrictive setting</li> <li>• Assessed in natural environment (school)</li> <li>• Services determined by the IEP team</li> </ul>	<ul style="list-style-type: none"> <li>• Must have medical-based diagnosis, impairment</li> <li>• Cost for services</li> <li>• Provided in the clinic, hospital, home</li> <li>• Various assessment tools focusing on area of impairment</li> <li>• The PT determines services</li> </ul>

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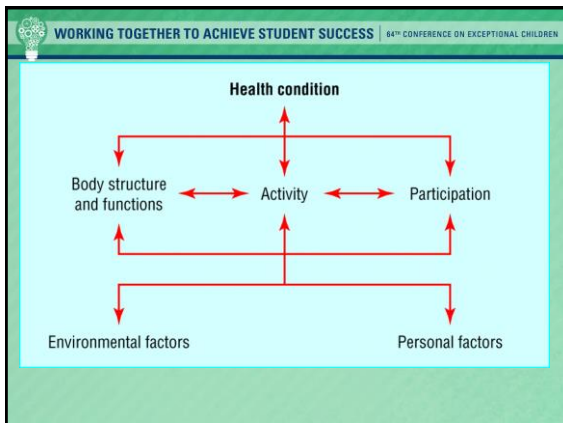
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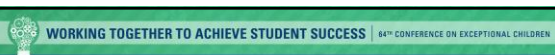
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## Physical Education and the Law

- The Individuals with Disabilities Education Improvement Act (IDEIA), Public Law 108-446 and the NC Policies Governing Services for Children with Disabilities both mandate physical education for students with disabilities.

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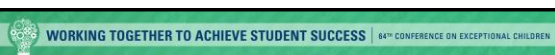
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## Physical Education Includes:

- Physical and Motor Fitness
- Fundamental Motor Skills and Patterns
- Skills in individual and group games and sports and activities
  - Includes intramural and life-time sports

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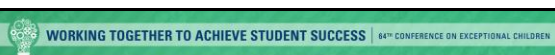
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## Adapted Physical Education

- ❖ **Special Education**
  - Not a related service
  - Also called "Specially Designed Instruction"
  - A program, NOT a place
  - Offered in the Least Restrictive Environment (LRE)
  - Taught on a continuum
  - Must be taught by a licensed physical educator
  - Designed on an individual basis
  - Meets the needs of a child with a disability

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## Adapted Physical Education

Provides meaningful services to students with disabilities by:

- developing or refining sport skills
- modify exercises for greater participation
- assist students in finding their strengths
- promote knowledge and appreciation of physical activity/games
- promote lifetime leisure activities
- improve spectator skills through understanding of sports
- increase opportunities to experience self worth and peer interaction

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<b>Adapted Physical Education</b>	<b>Physical Therapy</b>
Fitness components	Mobility and Transfers
Individual and group games	Musculoskeletal status
Group play skills	Pre-gait/Gait training
Individual and group sports	Monitor equipment needs

**APE and PT Collaboration**

Motor Coordination	Play skills
Balance	Gross motor skills
Locomotion	Manipulation skills
Adapting equipment	Motor fitness
Environmental modifications	Lifetime activities
Social interaction	Assistive technology
Postural control	Monitor seating/positioning
Sensory motor skills	Wheelchair/assistive devices

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## Benefits for Students in a Least Restrictive Environment

- Provides a stimulating environment to learn
- Affords a sense of belonging to the school community
- Provides opportunity for the development of friendship
- Enhances self respect and affirmations of individuality
- Frequently results in greater motivation to perform
- Provides peer role models
- Mirrors the community at large and the post school world

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## Collaborative Teaming

- Working together to achieve a common goal
- Each team member has unique and needed expertise
- Parity by participating as teacher and learner, consultants
- Distribute leadership function
- **Benefits:**
  - Each has ownership and commitment to goal
  - Implementation of plans are more successful
  - Shared knowledge and expertise
  - New ideas through group interaction

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## Integrating Therapy into APE

- Fosters social relationships
- Teachers/assistants can see what PT does to help kids and expand their skills
- PTs can develop strategies that are feasible and useful for the student.
- Provides assessments across a variety of routines
- Teaches skills in the place they are needed
- Mutual understanding and appreciation for goals

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## Top Ten Ways To Get Into The Classroom

- Respect for teacher's schedule
- Be invisible
- Help when needed
- Be available
- Notify absences
- Reciprocity
- Enthusiasm
- Provide what is needed
- Accountability
- Collaboration/Problem Solving

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## Collaborative Goal Writing

- Creates shared expectations among teachers, families, and students
- Optimizes student achievement and educational outcomes
- Generalizes skills across natural settings
- Goals should be student-centered, not belonging to one discipline or professional
- Measureable criteria that reflect learning and achievement of goals that can be collected throughout the school day.

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